


Oh, How Lovely is the Evening

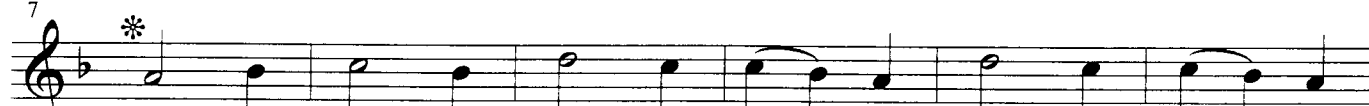
Traditional round

F F B \flat F B \flat F



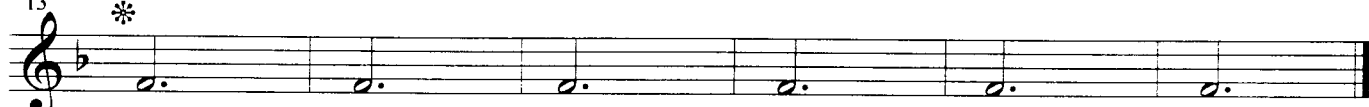
Oh, how love - ly is the ev ___ 'ning, is the ev ___ 'ning.

7 F F B \flat F B \flat F



When the bells are sweet - ly ring ___ ing, sweet - ly ring ___ ing.

13 F F B \flat F B \flat F



Ding dong, ding dong, ding, dong.

Oh, How Lovely

(Accompaniment chords)



Loo, loo, loo, loo, loo, loo.

SINGING

This is a beautiful round which requires breath support and careful listening. Because of the sustained notes and phrases, this song is best suited for upper elementary. When teaching this song, think ahead about the desired vowel sound because you want the students to sing a nice uniform vowel. Another feature of this song that is important to highlight is the $\frac{3}{4}$ meter. After learning the melody, have the children move to the accented first beat. This can be done by swaying, swinging scarves, or walking about the room and conducting in $\frac{3}{4}$ time. Until children have a good sense of this accented beat, it is difficult to sing this successfully as a round. Once the students are confident of the melody and beat, sing it as a three part round. Another singing activity you can use is vocal chording. Some of the students sing the two chords on a neutral “loo” sound while the remaining students sing the melody. See example on previous page.

When the students know the song and have an individual awareness of the accented beat, teach them a simple circle dance: 1. Everyone joins hands and circles to the right stepping 6 strong beats. 2. Circle left stepping 6 beats. 3. Facing into center circle, place right foot slightly ahead of the left and sway forward and back swinging arms together for 6 beats. When students have mastered song and movement, divide them into three concentric circles. (These groups will not be quite balanced in numbers, so it is advisable to have 2 or 3 very independent singers in the inner circle.) Sing and dance this as a three part round.

PLAYING

Have selected students provide an accompaniment with tone bells using the same chord pattern as outlined for vocal chording on the previous page. If you have a bass Orff instrument the following pattern provides a nice rocking bass. Then add chord tones in the metallophones.



CREATING

Let the students experiment with creating their own movement to this melody. Students also like to play resonator bells and xylophones to figure out themselves how to play the melody. This is fairly easy to play if you set up the necessary six consecutive bells. If you have students who have mastered this, you could have them play the song as a round. If the students are ready, have them create a way to notate the melodic direction of the song.

LISTENING

Have the students describe the melodic contour of this song. When does it go up? When does it repeat? Etc.

Sing other songs in $\frac{3}{4}$ meter... “America”, “Star-Spangled Banner”, “Kum Ba Yah”, “My Hat. It has Three Corners”... and compare and contrast the song styles. Teach students how to conduct in $\frac{3}{4}$ time. Then play music and have the students conduct. The Waltzes of Strauss are a good source of music for this.

CURRICULUM CONNECTION (Vocabulary/Geometry)

When sung as a round, phrases one and two travel in **parallel** thirds. Show this visually by drawing parallel lines on the board representing the melodic contour. Then show the two lines written one on top of the other on music staff.

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